

Generative AI and Teachers' Perspectives on Its Implementation in Education

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Abstract

While artificial intelligence (AI) has been integral in daily life for decades, the release of open generative AI (GAI) such as ChatGPT has considerably accelerated scholars' interest in the impact of GAI in education. Both promises and fears of GAI have been becoming apparent. This quantitative study explored teachers' perspectives on GAI and its potential implementation in education. A diverse group of teachers ($N = 147$) completed a validated survey sharing their views on GAI technology in terms of its use, integration, potential, and concerns. Overall, the teachers express positive perspectives towards GAI regardless of their teaching style. The findings of the study suggest that the more frequently teachers used GAI, the more positive their perspectives became. The teachers believed that GAI could enhance their professional development and could be a valuable tool for students. Although no guarantee exists that teachers' perspectives translate into actions, previous research shows that technology integration and diffusion is highly dependent on teachers' initial views (Ismail et al., 2010; Sugar et al., 2004). The findings of this study have implications on how GAI may be integrated in teaching and learning practices.